Early Career Development & Mentoring Programs

ALN 84.305B Research Training Programs in the Education Sciences

Katina Stapleton and Jennifer Schellinger
Program Officers
National Center for Education Research

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Agenda

- Overview of the IES NCER Early Career Development and Mentoring programs:

    - Early Career Development and Mentoring Program for Education Research (New)

    - Early Career Development and Mentoring Program for Faculty at Minority-Serving Institutions (Expanded)

- Overview of technical assistance for NCER Early Career applicants

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Program Officers

NCER Early Career Development and Mentoring Program for Education Research

Dr. Jennifer Schellinger
Jennifer.Schellinger@ed.gov

NCER Early Career Development and Mentoring Program for Faculty at Minority Serving Institutions

Dr. Katina Stapleton
Katina.Stapleton@ed.gov

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Sneak Peek at What's New

The NCER Education Research Training in the Education Sciences Request for Applications (ALN 84.305B)

- includes two Early Career Development and Mentoring programs

- increases the types of institutions and researchers that can apply

- expands the types of research than can be conducted

- provides MSIs with optional funding to support institutional grant administration

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Overview

https://ies.ed.gov/funding/24rfas.asp

Early Career ER

Early Career Mentoring and Development Program for Education Research

Max: $400,000 over 4 years

Early Career MSI

Early Career Mentoring and Development Program for Faculty at Minority Serving Institutions

Max: $400,000 + $200,000 (grant admin) over 4 years

How to identify shared and unique Early Career requirements using this slide presentation

VERY IMPORTANT: EC-MSI applicants will need to **read both program descriptions** because most are shared requirements. This is noted on the relevant slides.

Early Career ER

Blue represents Early Career Education Research (EC-ER)

Early Career MSI

Green represents additional requirements for Early Career MSI (EC-MSI)

Note: In the RFA, the Early Career Mentoring and Development Program for Education Research is referred to as "Early Career". However, for the purpose of this presentation, we are using the acronyms "Early Career Education Research" and "EC-ER" to more clearly differentiate this topic from the Early Career Mentoring and Development Program for Faculty at Minority Serving Institutions, referred to as "Early Career MSI" and "EC-MSI"

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See the margin for relevant page numbers

Read the RFA

Table of Contents

- Read the overview and general requirements - *Part I*
- Read how to apply to a training program - *Part II.A*
- Read program-specific requirements
  - Early Career ER - *Part II.B*
  - Early Career MSI - *Part II.C*
    - *Part II.B.4* (Shared Narrative Requirements)
    - *Part II.B.5* (Shared Recommendations)
- Read the remainder of the RFA (Parts III – VI)
- After reading the RFA, talk to a program officer and/or submit your letter of intent

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Goals of the Early Career Programs

- To prepare and support early career researchers to conduct high-quality education research

- To increase the diversity of researchers and institutions funded by IES

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Structure of the Early Career Programs

Each award will provide an early career faculty member or researcher with funding to

- conduct research, including salary for protected time to conduct research

- establish a longer-term research agenda

- obtain career development guidance and support, including training under the guidance of an experienced mentor or mentors

Education Research Requirements of the Early Career Programs

Proposed early career research

- must be relevant to education in the U.S.

- must address factors under the control of U.S. education systems or must propose to improve education statistical and/or research methods

- cannot focus primarily on students with or at risk for disabilities (except for learners in adult education/adult literacy programs)

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NCER Early Career Eligibility Requirements

- Institutional
- Principal Investigator
- Mentors
- Award and Budget Parameters

Eligible Applicant & Principal Investigator Requirements

Both programs require an eligible applicant institution *and* an early career principal investigator.

Eligible Applicant — The institution that is applying for the grant

Principal Investigator (PI) — The early career researcher who must work at the institution or organization applying for the grant

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Applicant Requirements for Early Career Education Research

The Early Career Development and Mentoring Program for Education Research topic **requires a research institution (academic or non-academic) to be the applicant.**

- Institutions that have the ability and capacity to conduct rigorous research are eligible to apply. (Non-academic institutions are eligible to apply).

- Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

- The application's resource section should include a description of the institution's capacity to conduct rigorous research.

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Applicant Requirements for Early Career MSI

The Early Career Development and Mentoring Program for Faculty at Minority-Serving Institutions topic **requires a minority-serving institution (MSI) to be the applicant**.

- Specifically, the applicant institution must be an MSI located in the territorial United States that confers bachelor's, master's, or doctoral degrees in academic fields relevant to education. (Non-academic institutions are **NOT** eligible to apply.)

- To qualify as an MSI, the institution must be eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA. Information on eligibility under these authorities is available on the FY 2023 Eligibility Matrix at https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html#el-ins

- The application should describe how the institution qualifies as an MSI.

Special Feature: This topic provides additional fund for administrative support.

Types of MSI Categories for Early-Career MSI

- Alaska Native and Native Hawaiian-Serving Institutions (ANNH)
- American Indian Tribally Controlled Colleges and Universities (TCCU)
- Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)
- Hispanic-Serving Institutions (HSI)
- Historically Black Colleges and Universities (HBCU)
- Predominantly Black Institutions (PBI)
- Native American-Serving, Nontribal Institutions (NASNTI)

How Does My Institution Confirm MSI Eligibility?

Go to the OPE website	→	Download the Eligibility Matrix	→	Check status on matrix	→	Confirm types of degrees

Download the most recent matrix (Eligibility Matrix 2023) or visit the OPE site: https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html.
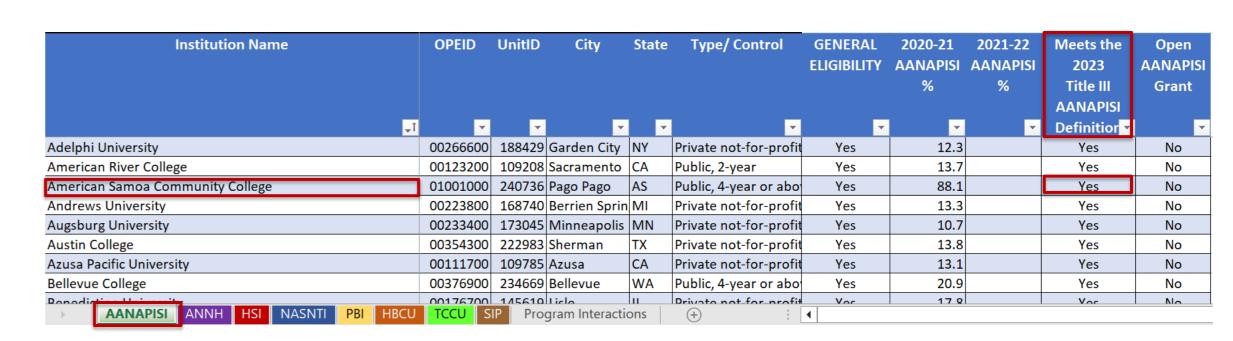
The MSI must confer bachelors, masters, or doctoral degrees relevant to education to be eligible for the Early Career MSI topic.

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How Does My Institution Use the Eligibility Matrix?

1. Click on the tab for relevant MSI category

2. Search for your university name

   ✓ If your institution is on either the **HBCU** or **TCCU** tabs, it qualifies as an MSI for this competition.

   ✓ If your institution is listed on another tab (excluding the SIP tab), scroll to the "Meets the 2023 Title III Eligibility Definition" column. If your institution is listed as "Yes" in that column, it qualifies as an MSI for this competition. See example in the screenshot.

3. After confirming your institution is an MSI, you must confirm that the MSI confers bachelors, masters, or doctoral degrees in at least one field relevant to education research.

Example of checking AANAPISI eligibility

If you have any questions about MSI eligibility, email Katina.Stapleton@ed.gov.

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See https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

Eligible Institution FAQ

- **Can institutions submit more than one application?**
  Yes. An applying institution may hold more than one Early Career award from IES and may submit more than one application to either or both programs as long as each actual or proposed training application includes a different principal investigator and there is no overlap in mentors.

- **Can MSIs apply to either topic?**
  Yes. MSIs can apply to either Early Career ER or Early Career MSI provided that the institution meets the requirements for the specific program. However, the MSI can't submit applications with the same PI to both programs.

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PI Eligibility Requirements

For both programs, IES provides funds to the institution or organization of the early career faculty/researcher (referred to as the principal investigator) who is named in the application. In addition to the institutional employment requirements (which differ by competition), the principal investigator (PI)

- must have completed a doctoral degree or postdoctoral position **no earlier than April 1, 2018** and no later than the start of the award period

- must be a citizen or permanent resident of the United States

- must not have served or be serving at the time of award as a PI or co-PI on a research grant from IES

The PI's doctorate may be in any field and should align with the knowledge and skills necessary for the proposed research, with the support of the PI's mentor(s).

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PI Eligibility Requirements, continued

For both programs, Early Career PIs at academic institutions **must** hold a tenure-track position or research scientist position (not a visiting faculty or adjunct position) at the applying academic institution or must have accepted an offer for such a position to begin before the start of the award.

- The position must be a regular, salaried position paid by the institution of higher education without a focus on training (not a postdoctoral fellowship).

EC-ER Only: For Early Career (ER) PIs at non-academic organizations, the PI **must** hold a non-temporary research position with a research career track inside the organization or must have accepted an offer for such a position to begin before the start of the award.

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Principal Investigator FAQ

- **Can a PI submit more than one Early Career application? Can I submit an application to both Early Career programs?** No. You can serve as PI on only one Early Career application to either the Early Career ER or Early Career MSI topic. You cannot be a PI on multiple applications under the same program (e.g., two Early Career MSI applications) or on an application to both programs. If you submit multiple applications as PI to one or both of these programs, IES will send only one of the compliant and responsive applications forward to reviewers

- **I have been offered a job, but I haven't started yet. Can I still apply?** Yes. In the case that the PI has accepted an offer from an academic or non-academic institution, the PI must include a letter of support in Appendix D from the future home institution indicating that an offer has been made and accepted. If your application is recommended for funding, IES will confirm employment before the award is made.

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Principal Investigator FAQ, continued

- **I conduct research at a university, but my title isn't "research scientist." Am I eligible to apply?** Because titles vary across universities, IES will determine eligibility on a case-by-case basis during application screening. It will be up to you to describe within the application how your position meets the principal investigator requirements. Generally speaking, to qualify as a "research scientist" regardless of position title, you should hold a regular, salaried, non-temporary, and non-training focused research position within the applying institution. If you hold a postdoctoral, visiting faculty, or adjunct position, you are not eligible to apply as a research scientist. If you have any questions, please contact Jennifer Schellinger (EC-ER) or Katina Stapleton (EC-MSI) before submitting your application.

- **How do I document that I meet the PI requirements?** For both programs, along with describing your current position in the Personnel section, in Appendix D you may also choose to include a letter from the applying institution confirming your appointment status within their organization and whether your appointment status meets specific requirements of the topic.

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Mentor Requirements

Both programss have the same requirements for mentors

- Mentors may be from academic or nonacademic institutions, such as nonprofit and for-profit organizations or public and private agencies that conduct rigorous education research.
- You must have one primary mentor.
- You can have multiple additional mentors (co-mentors). However, at least one must be at your home institution.
- Your mentors may not include your graduate school advisor, dissertation advisor, or postdoctoral supervisor.
- Your dissertation committee members may be a mentor provided you did not have a direct advisor-advisee relationship in graduate school.

See RFA p. 8 (EC-ER) and p. 20 (EC-MSI)

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Award Limits and Budget Parameters

There are shared and unique award limits and budget parameters by topic.

Early Career ER

Max: $400,000 over 4 years

Early Career MSI

Max: $400,000 plus up to $200,000 (grant admin) over 4 years

Award & Budget Parameter Details

Both programs provide up to **$400,000** (in direct and indirect costs) to support research and career development **over no more than 4 years.**

Funding for both topics includes

- Costs of conducting the proposed research and executing the career development plan
- Up to 50 percent of the PI's salary
- Up to $30,000 per year for mentor salary
- Travel
- Reasonable accommodations (if needed)

In addition, the **Early Career MSI program also includes up to $200,000 in optional additional support** for the direct costs of grant administration and management.

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Indirect Cost Limits

The Early Career ER and the Early Career MSI awards are considered training grants.

The U.S. Department of Education policy (34 CFR 75.562 (c)(2)) limits indirect cost reimbursement on a training grant to the recipient's actual indirect costs, as determined by its negotiated indirect cost rate agreement, or **8 percent of a modified total direct cost base, whichever amount is less.**

More information is found in the RFA. Questions about indirect cost rates should be directed to the U.S. Department of Education's Indirect Cost Group https://www2.ed.gov/about/offices/list/ocfo/fipao/icgindex.html.

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Training Program Narrative

- Significance
- Research Plan
- Career Development Plan
- Resources
- Personnel

Important Reminder for EC-MSI Applicants

- The Training Program Narrative requirements and recommendations for **both programs** are found under the EC-ER description.

- Additional MSI-specific requirements and recommendations are found under the **EC-MSI** description.

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See RFA pp.8-16, 20-21 (EC-MSI)

Requirements vs. Recommendations

Requirement = Must

The RFA includes general requirements as well as program-specific requirements. If your application does not include a required element, it will not be reviewed.

Recommendations for a Strong Application = Strongly Encouraged

The RFA includes recommendations that are intended to improve the quality of your application, and the peer reviewers will use these recommendations in their evaluation of your application.

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The Strongest Training Program Narratives

Reflect the PI's passion and potential as a future researcher, if provided additional training

Describe a research component that is
- Based on strong theoretical or empirical research
- Clearly described and justified
- Feasible in the time and budget constraints
- Practical for the non-researchers involved (e.g., students, practitioners, schools)
- Important for the field of education sciences and addresses issues important to education policymakers and practitioners

Describe a career development plan that
- Has clear, achievable goals
- Is aligned with the PI's overarching career trajectory and needs of PI's research
- Is integrated with or reflective of the research plan (and is not an afterthought!)

Include mentors with the relevant knowledge and experience and enough time to devote to mentoring

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Significance Requirements

All Early Career Applicants must

- Describe <u>your need</u> for further career development

- Provide an overview of the proposed research project and your research questions

- Identify a primary and, if applicable, secondary research topic that aligns with the focus of your research from the list provided in the RFA

- Identify a project type that reflects the type and purpose of the work you will do from the list provided in the RFA

Early Career MSI Applicants must also

- discuss how the applicant institution meets the MSI requirement

Research Plan Requirements

All Early Career research plans must describe the research design, sample, key outcome measures, and data analysis procedures. In addition,

- if you are proposing to do research on how to improve student outcomes, you must describe how you will measure the academic outcomes of learners, which can reflect learning and achievement in content domains, as well as learners' successful progression through education systems

- if you are proposing to develop a statistical or research product, you must describe how you will measure whether your proposed statistical or research product works as intended and can be used by education researchers.

You must also describe your plans for developing a longer-term research agenda building on your proposed research.

Research Plan recommendations are in the RFA.

Tips for Developing Your Research Plan

Read the Research Plan requirements and recommendations very closely. Also remember

- – your research plan should be feasible and appropriate for addressing your research questions

- – your research plan should help motivate your career development plan

- – you do not need to be an expert in every aspect of the proposed research – this is meant to be a learning experience and your career development plan can articulate how you will build research expertise

- – you can refer to other RFAs for ideas about education research (84.305A Education Research Grants) or research methods and statistics (84.305D Statistical and Research Methodology in Education)

- – you can contact an Early Career program officer if you have any questions about your proposed research plan

Career Development Plan Requirements

All Early Career Development Plans must describe

– how mentoring and other educational opportunities will be used to extend your expertise

– how your career development activities will support or complement your Research Plan and contribute to the development of your longer-term research agenda

Examples of educational opportunities include

– IES-funded methods trainings, such as the RCT, implementation science, or cost analysis trainings

– grant-writing workshops

– advanced statistical workshops or courses to learn new analysis skills

– science communication and dissemination training

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See RFA pp. 10, 15 (EC-ER) and pp. 10, 15, 21 (EC-MSI)

Tips for Developing your Career Development Plan

Read the Career Development Plan requirements and recommendations very closely. Also remember to

- address gaps in your knowledge and training

- align your career development plan to your research plan

- include mentoring in support of goals and your development as a scholar (e.g., regular meetings, guidance on the research and career development plans, and support related to your development as a researcher)

- include additional training activities aligned with goals (e.g., coursework, IES methods training, stats workshops, grant-writing seminars, dissemination training)

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Personnel Requirements

The purpose of this section is to describe the relevant expertise, responsibilities, and time commitments of the PI, your mentor(s), and any other personnel.

All personnel sections must describe

- discuss how you meet the PI eligibility requirements for the relevant Early Career program

- your experience and expertise

- date you received your doctorate (or completed your postdoctoral position)

- names of your dissertation or academic advisor, and your postdoctoral supervisor (if applicable)

- experience and expertise of all mentors and other personnel

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Tips for Selecting Mentors & Other Personnel

- Mentors:
  - no cap on the number
  - one must be from your home institution
  - should have unique and complementary expertise
  - should expand your perspective
  - can be chosen to support your research, career development, or both

- Other personnel, like consultants, can be included to support a specific part of the research or to fill gaps in your mentorship

- The combined expertise of you, your mentors, and any additional personnel should reflect the project's content area and methods.

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Resources

The purpose of this section is to describe the institutional resources to support you in successfully completing this project and disseminating the results.

All resource sections must describe the resources to support you in conducting the proposed project. This may include

- resources to carry out both the research and training plan
- resources to carry out your plans to disseminate results
- your institution's capacity to support early career researchers in managing grants and monitoring spending.
- your institution's experience supporting early career researchers
- your plans for acquiring any resources that are not currently accessible, will require significant expenditures, and are necessary for the successful completion of the project, such as equipment, test materials, curricula, or training materials

EC-MSI Only: If you are requesting any optional funds for direct costs of grant administration and management, your resource section must also describe how those funds will be used (including how they will augment existing administrative support) and which offices will carry out what type of work.

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Appendices

- **Appendix A:** Dissemination Plan (required)
- **Appendix B:** Response to Reviewers (required for resubmissions)
- **Appendix C:** Table of your and your mentors' ongoing and recently completed education research projects (required)
- **Appendix D:** Letters of agreement from all mentors, your institution, school partners, data sources, and consultants (required)
- **Appendix E (optional):**
  – Examples of training materials that support your career development plan
  – Examples of materials to be used in the intervention or assessment that is the focus of your project
  – Figures, charts, and tables that supplement the project narrative; examples of measures to be used in the project

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Next Steps

- Discuss your research idea with a program officer.
    - Submit an official letter of intent
    - Email a short synopsis and schedule a time for a call
    - Email short questions

- Attend additional Virtual Office Hours if you have questions or to learn more about the application process.

- Contact your sponsored program office to let them know you are interested in applying to IES and to learn your institution's internal procedures for applying for federal grant funding.

- Contact your proposed mentor(s) to discuss your research and career development plans, to receive their feedback on draft application material, and to write a letter of agreement to be your mentor for inclusion in the application.

Contact Us

Early Career Development and Mentoring Program for Education Research

Dr. Jennifer Schellinger
Jennifer.Schellinger@ed.gov

Early Career Development and Mentoring Program for Faculty at Minority Serving Institutions

Dr. Katina Stapleton
Katina.Stapleton@ed.gov

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